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AUTHOR Hadfield, Donald L.
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ABSTRACT

This model inservice program is designed for classroom teachers who wish to broaden their knowledge about children from ethnic and minority groups. The plan requires approximately 14 hours of participation: a 1 or 2 hour planning session; an intensive training session for group leaders, recorders, etc.; and four 3 hour meetings, preferably one each week for four consecutive weeks. The packet consists of nine parts: 1) objectives and concepts, 2) suggestions for general planning with teachers, 3) suggestions for training group leaders and recorders, 4) session 1--intra-personal understanding and inter-personal relations, 5) session 2--the dynamics of cultural systems, 6) session 3--Do differences really exist? 7) session 4--"Black Culture" or "Indians in Minnesota," 8) session 5--participant panel and, 9) evaluation forms. There is also a 72-item bibliography, a list of Indian organizations and services, a list of audiovisual resources, and a list of distributors of recommended films. (MBM)

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ETHNIC OR CULTURAL DIFFERENCES

A Suggested Approach to In-Service Training for Classroom Teachers

Prepared By

Donald L. Hadfield

SP005550Y

The Equal Educational Opportunities Section
State Department of Education
St. Paul, Minnesota 55101

INTRODUCTION

The following in-service program is designed for classroom teachers who wish to broaden their knowledge about children from ethnic and minority groups. This is a flexible guide which should be useful in helping teachers to clear up many misconceptions and to gain new understandings about minority group children.

The plan suggested requires approximately 14 hours of participation:

1. A one or two-hour planning session with teachers representing all grade levels or subject areas that the program intends to cover.
2. An intensive training session for group leaders, recorders, etc.
3. Four 3-hour meetings - preferably one each week for four consecutive weeks. If possible, these meetings should be scheduled during the regular school day on released time. Four consecutive Saturdays would be an acceptable alternative.

Consultative services should be determined by the planning groups. Suggestions from the Equal Educational Opportunities Section appear with each "program." Consultant services may also be requested for the EEO office during any phase of the program.

Director, EEO Section

This packet consists of nine parts:

1. Objectives and Concepts.

2. Suggestions for general planning with teachers.

3. Suggestions for training group leaders and recorders.

4. Suggestions for Session I-- "Intra-Personal Understanding and Inter-Personal Relations."

5. Suggestions for Session II--"The Dynamics of Cultural Systems."

6. Suggestions for Session III--"Do Differences Really Exist?"--Unstructured-no formal presentation.

7. Suggestions for Session IV--Presentation: "Black Culture" or "Indians in Minnesota."

8. Suggestions for Session V--A participant panel.

9. Evaluation forms.

Objectives

1. To increase participants' knowledge of various ethnic and minority groups:

   A. Blacks

   B. Indians

   C. Mexican-Americans

   D. Poor Whites

2. To acquaint the participants with appropriate materials for individual reading about cultural differences.

3. To increase participants' awareness of critical ethnic differences.

4. To assist participants in developing positive attitudes toward ethnic differences.

5. To bring about change in behavior in a positive direction toward minority groups.

Concepts

The most basic meaning of Human Relations refers to those relationships that exist among people. The meaning of the term can be determined or modified by how or where or when it is used.

Human Relations becomes more precise in meaning when a group of teachers uses the term in reference to the development of educational specifics, such as curriculum and in-service training. It points to ethical ways in which people relate to each other and to events. Curriculum development and in-service training become vehicles for the actualization of desirable human relationships. Let us look at these concepts:

Attitudes:

Respect for the basic worth of every individual.

Appreciation of the contributions of all groups to the pluralism of American culture.

Sensitivity to the rights, needs, feelings, and problems of every ethnic, racial, and religious group.

Appreciation of the meaning and implication of life, liberty and the pursuit of happiness for all groups in American society.

Respect for the democratic ideal of equal justice under the law.

Respect for the right of individuals and groups to disagree with the cultural norm for individuals and groups.

Understandings:

Recognition that no characteristic trait is typical of every individual of any one group and of no other group.

Realization that mental ability and talents vary among individuals of every ethnic, racial, and religious group.

Realization that all groups have similar rights, needs, feelings, and problems.

Recognition of the changing and broadening nature of American democracy.

Skills:

Ability to participate effectively and democratically in group discussions and activities.

Ability to think and verbalize rationally and objectively about all groups.

Ability to avoid stereotyping, scapegoating, overgeneralizing, and making premature conclusions about groups and individuals.

Ability to participate in the problem identification and problem-solving process.

Planning

Part I--General Planning Session(s)

A. This planning should be done several weeks prior to the opening of the in-service effort.

B. Form a committee of appropriate Central Office personnel, principals, classroom teachers, outside consultants, etc. Example: (1) Director of Curriculum/area supervisor, (2) 4 or 5 key teachers, (3) community resource person if such is available and (4) EEO Staff consultants.

C. Determine most pressing concerns of teachers who will be involved.

Example: 1. Black's attitude toward authority.

2. Indian's lack of competitive spirit.

3. Mexican-American customs.

These concerns may be determined through informal surveys, observations, previous evaluations of problems, etc.

D. Determine in-service mechanics.

1. Dates
2. Time
3. Location
4. Selections of participants
5. Selections of consultants/committee
6. Arrangements for materials/special equipment

Part II--Training Group Leaders

A. Group dynamics.

1. Your role as leader
2. The leader's duties
3. Developing a group

4. The problem of effective communication

5. Building a positive social climate

6. Applying group process to your group

7. Role and status

8. Building group cohesiveness

B. Providing lists of questions and special materials. These people should be provided appropriate questions and reading material prior to each in-service effort.

C. Consultants and available resource persons in training group leaders may be secured by contacting the EEO Section.

Human Relations

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Group Dynamics, D. Cartwright and A. Zander; Harper and Row.

Helping Children Accept Themselves and Others, Helen Gillham; Bureau of Publications, Teachers College, Columbia University, New York. Practical suggestions for classroom human relations practices.

Human Relations Education, A Guidebook to Learning Activities; The University of the State of New York, the State Education Department, Curriculum Development Center, Albany, New York, 12224. A fine development of human relations oriented activities and lessons that the creative classroom teacher can develop.

Human Relations in School Administration, Daniel E. Griffiths; Appleton-Century Crofts, New York. Basic aspects of human relations as applied to the total school situation.

Human Relations in Teaching, Howard Lane and Mary Beauchamp; Prentice-Hall, Englewood Cliffs, N.J. An older book describing the dynamics of helping children grow - with illustrations from actual classroom situations.

Inventory of Classroom Study Tools for Understanding and Improving Classroom Learning Processes; Institute for Social Research, University of Michigan, Ann Arobr, Michigan (mimeographed). Describes a number of tools for teachers to use in assessing the awareness of children in human relations situations.

Learning to Work in Groups, Matthew B. Miles; Teachers' College Press, Columbia University, New York.

Our Greatest Challenge: Human Relations; Pennsylvania State Committee on Human Relations, Pennsylvania State Department of Public Instruction, Harrisburg, Pa. Directions to teachers at all grade levels for content and methods of teaching human relations.

Principles of Human Relations, Norman R.R. Maier; John Wiley and Sons, New York. An older basic text stressing role playing, group decision procedures and other basic techniques in the field of human relations.

Structured Experiences for Human Relations Training; Volume I and II, J. William Pfeiffer and John E. Jones, University Associates Press, P.O. Box 615, Iowa City, Iowa 52240. A handbook of structured experiences used in human relations training programs. ($3.00 each).

The Intergroup Relations Curriculum: A Program for Elementary School Education, Vol. I, & II, John S. Gibson; Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, Medford, Massachusetts. Excellent materials developed to advance the child's positive self-

concept, to reduce stereotypic and prejudicial thinking and overt discrimination, and to assist the child in realizing that there are many differences among people within groupings or categories of people based on sex, age, race, ethnic classification, national origin, etc.

Toward a Contact Curriculum, Mario D. Fantini and Gerald Weinstein; Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, N.Y. 10016. (90¢). An intriguing and helpful attempt to move through a series of "from-to." "From" established curricular approaches that avoid contact with the learner "to" those which might have better possibilities.

Session One

Objectives for this first session:

1. See ourselves as they see us.

2. Meeting needs of other people.

3. Improve the effectiveness of our style.

1:00 - 1:15	Overview of the Program
1:15 - 1:45	In pairs (diads) the participants are asked to share in one of the following areas: 1. The thing that I like about myself is ... 2. The teacher I liked best was a person who ... 3. The best measure of personal success is ... 4. People think of me as ...
1:45 - 2:15	Presentation: "Intra-Personal Understanding and Inter-Personal Relationships" Consultant or audio-visual resource
2:15 - 2:30	Break
2:30 - 3:30	Practicing group leadership functions 1. Maintenance 2. Task 3. Personal

Session Two

1:00 - 1:15	Overview of Program Exercise--Identify Cultural Traits
1:15 - 1:45	Presentation: "Cultural Groups in the U.S." "The Dynamics of Culture" *A minority group speaker and/or film
1:45 - 2:15	Large group interaction with speaker
2:15 - 2:30	Break
2:30 - 3:30	Small group discussions--6 - 10 people with leader and consultant
3:30 - 4:00	Discussion of Group Reports Suggestion for next program Evaluation Reading materials

*The EEO Section is able to refer you to speakers and consultants in this area of concern.

IDENTIFYING CULTURAL TRAITS

Directions

The following exercise is designed to survey classroom teachers' conceptions of ethnic and racial differences. The primary purpose of the exercise is to demonstrate the fact that there are probably more likenesses than differences between racial and ethnic groups. And if differences do exist, they are difficult to express. The exercise should take only 5 to 10 minutes to complete. It is <u>not</u> necessary for teachers to place their names on the sheets. The exercise should be collected and analyzed for discussion before information type in-service programs start. Two sheets with a carbon insert may be used so that participants can refer to their answers later.

EXERCISE

"Identifying Cultural Traits"

Many Americans think that each ethnic or racial group has its own cultural pattern which is different from other groups. Listed below are four (4) blocks of blank spaces. There are two blocks under "White Middle Class Culture." In block (A) write at least 4 desirable white middle class cultural traits and in block (B) 4 undesirable white middle class cultural traits. There are also two blocks under a minority culture(*). In block (C) write at least 4 desirable minority cultural traits and in block (D) write 4 undesirable minority cultural traits. State your first and honest opinion.

White Middle Class Culture		A Minority Culture(*)	
(A)	Desirable	(C)	Desirable
1.		1.	
2.		2.	
3.		3.	
4.		4.	
(B)	Undesirable	(B)	Undesirable
1.		1.	
2.		2.	
3.		3.	
4.		4.	

(*) If a planning committee or consultant whishes to use this exercise, a particular minority group should be substituted for the heading titled "a minority culture."

Session Three

1:00 - 2:15	Unstructured Question and Answer Period with consultant (1) Focus: "Do Differences Really Exist?"
2:15 - 2:30	Break
2:30 - 3:45	Small Group study of specific questions with prepared materials Film strips and records available and/or Simulated Game--Haven Hill High School (2)
3:45 - 4:00	Group Assembly Discuss Session Three Bibliography Brief Progress Reports Suggestions for next week Organize group projects to be completed by end of Fourth Session Evaluation

(1) The EEO Section is able to refer you to speakers and consultants in the area of concern.

(2) The Simulation Game as a Teaching Technique

Simulation is designed to provide opportunities for teachers and others to engage in individual and group problem solving which focuses chiefly upon the following broad areas: pupil behavior, teacher relationships with pupils, colleagues, and parents. It provides meaningful human interactions in groups both in affective and cognitive experiences. It makes possible transfer of training so that the learner after experiencing the simulation technique is better prepared to cope with real events. Each problem in a simulation experience is open-ended. No single clear-cut solution is indicated. It also operates with a minimum reliance on experts.

Simulation Objectives:

1. To increase skills of teachers to analyze problems.

2. To increase the ability of teachers to recognize and evaluate approaches for constructive action.

3. To sensitize teachers to beliefs, feelings, attitudes and ideas of their counterparts through participation in open discussion of a problem having implication for the school and community.

Questions Frequently Asked

1. Are lower-class blacks and Indians really any different from lower-class whites?

2. What are some of the cultural traits of American black people?

3. What are some of the cultural traits of Indians which distinguish them from the majority race?

4. Are the cultural differences a matter of degree or are there clear cut differences?

5. What are some examples of value conflicts?

6. If there are important ethnic differences between the races, what are some of the most obvious examples?

7. Why are minority groups so conscious about race and culture?

8. Should all ethnic groups try to acquire white middle class culture?

9. Is it true that blacks' moral standards are different from those of whites?

HAVEN HILL HIGH SCHOOL

(A Simulated Game)

Haven Hill High School has a student body of 800 with a faculty of 30 in addition to two counselors and the principal. There is one black staff member who is the librarian. The custodial and kitchen staffs have black and Indian personnel. About 15 percent of the student body is black; another 5 percent is Indian.

The mean age of teachers is about 50. Most of them grew up and still live in this town. The residential areas are segregated but everybody knows everybody.

When the school was integrated in 1955, the all-black high school was closed. None of the traditions of old Mather School were incorporated into the new school.

Most individual classes are mixed; however, several of the remedial classes and vocational type classes always have a high percentage of minority group students. Ability grouping is not practiced, but students tend to group themselves naturally according to interests. The college preparatory classes are mostly white and, of course, these students tend to take the lead in all of the school's activities.

All activities are open to anyone who can meet the rather high qualifications. There are very few minority group students in the high prestige clubs such as the Pep Club. This is so because of transportation and financial problems. Athletics appear to attract many blacks, especially football and basketball.

There has been a great deal of controversy about school dances; therefore,

the faculty adopted a no dance policy on school time and property. Several clubs now have an annual banquet. The junior class also sponsors a Junior-Senior banquet.

Haven Hill generally has a graduating class of about 125 with approximately nine percent of them minority group students. Only one or two minority group students go on to college or technical school. Teachers say that most of the minority group students are achieving about two grade levels below whites.

Recently, both blacks and Indian students have formed very highly organized groups which have been making complaints to the principal and counselors about irrelevancy on curriculum and the attitudes of many teachers. Students are claiming that they are being treated differently from whites. They equate the treatment as a form of discrimination. Students have backing in their allegations from their parents and organized community groups. These groups are calling for more minority group teachers. The board has tried to hire some, but has failed to this point to attract any.

Until recently, there were no problems between students and teachers. The school was thought to be reasonably integrated. Teachers at Haven resent criticism and feel that they understand their students quite well.

Questions

1. What would you say is the major problem in this school?

2. What special problems does the lack of black or Indian teachers present?

3. Do you think that the teachers at Haven Hill have an adequate understanding of their minority group students?

4. What can teachers do on their own to improve the school climate?

5. If you worked in this school, what would you want the administrators to do to help you do a better job?

6. What would help these teachers the most?

7. How much should this school allow itself to be influenced by Black and Indian pressure groups?

8. What kind of in-service training would help this situation?

9. How different are the problems of disadvantaged whites in this school?

Projects

Session Four

1:00 - 2:30	Presentation:	Consultants or Resource Persons* "The Black Sub-Culture" "The Cultures of Various Indian Tribes" (and/or a particular tribe)
2:30 - 2:45	Break	
2:45 - 3:45	Discussion	
	List of Questions	
3:45 - 4:00	Large assembly	
	Brief summary	
	Announcement of Participant Panel for Session Four	

<u>Other Suggested Topics</u>

"The Cultural Patterns of Negroes in American Society"

"The Cultural Patterns of American Indians"

"The Cultural Patterns of Low Economic Status White Americans"

"The Cultural Patterns of Mexican-Americans"

*The EEO Section is able to refer you to speakers and consultants in this area of concern.

Session Five

1:00 - 1:30	Participant Panel: Four people and panel leader*
	A. Cultural Differences vs Cultural Similarities
	B. Black Culture
	C. Indian Culture
	D. Majority Group Culture
	E. Low-Socioeconomic Whites
1:30 - 2:00	Interaction
2:00 - 2:15	Break
2:30 - 3:00	Task Groups - Recommendations
3:00 - 4:00	Report on Projects (see Session Two)
	Presentation of Recommendations
	Evaluation

*Panel: The panel should include minority group members if available in the system. If not, use outside minority group members. Also, in order to get maximum interaction and new ideas consider asking a white to discuss black culture, a black to discuss Indian culture, etc. Theoretically, all of the teachers have been exposed to the same information; therefore, any member of the group should be able to handle any phase of the program.

Additional Discussion Problems

1. Special agencies that deal with particular groups in your community.
2. Cultural differences vs racial differences.
3. Class differences.
4. Life styles of:
   a. Blacks
   b. Indians
   c. Mexican-Americans
   d. Compare and Contrast

5. The effects of poverty.

6. Value differences.

7. The self-concept.

8. What effect do experiential deficiencies have on minority group members?

9. Are there really many cultural differences?

SUGGESTED TEACHERS' EVALUATION OF WORKSHOP Form (1)

1. Subject matter of workshop:

   _____ a. Quite relevant to present school situation in _____.
   _____ b. Somewhat relevant to present school situation in _____.
   _____ c. Most material irrelevant - does not apply to present situation.

2. Check the following topics that seemed to be of most importance to you as a classroom teacher:

3. Format of the workshop:

   a. Was the overall time length of the workshop adequate?
      Yes_____ No_____

   b. Would you have preferred:

      (1) Large group sessions to be longer_____ or shorter_____.
      (2) Small group sessions to be longer_____ or shorter_____.

   c. Was the workshop:

      _____ (1) Too formal and structured.
      _____ (2) About right in overall format.
      _____ (3) Too informal - needed to be more structured.

4. Consultants:

   Do you feel that in general consultants were:

   Excellent_____; Good_____; Fair_____; Poor_____

5. How would you rate the workshop generally:

   Excellent_____; Good_____; Fair_____; Poor_____

6. The primary objective of the workshop was to aid you in becoming more informed about ethnic characteristics of various minority groups.

   How effective has the workshop been in this respect?

   Excellent_____; Good_____; Fair_____; Poor_____

7. Other Comments:

EVALUATION Form (2)

This form is designed for the purpose of ascertaining participants' attitudes regarding the effectiveness and meaningfulness of the workshop. The evaluation will aid the system in subsequent efforts in this area. Please be as candid as possible; and make any additional comments or observations.

1. As a general reaction, how would you rate the workshop?

   Excellent____; Good____; Fair____; Poor____

2. In general, how would you rate the speaker?

   Excellent____; Good____; Fair____; Poor____

3. Do you feel the workshop will help you do a better job?

   Yes____ No____

4. What do you consider the most contributive part of the conference?

5. What was the least contributive part of the conference?

6. What, if any, points or ideas were brought out that you feel are especially significant?

7. What might have been done to improve the workshop?

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Adoff, Arnold (ed.). Black on Black: Commentaries by Negro Americans. New York: Macmillan Co., 1968.

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R/174 GUIDELINES FOR TESTING MINORITY GROUP CHILDREN. The conditions which prevent disadvantaged children, most of whom are from minority groups, from demonstrating their mental potentialities in school administered I.Q. tests. (From Journal of Social Issues). 18 pp. 35¢.

B/76 INTERGROUP EDUCATION: Methods and Materials. Jean Grambs. Discusses influences of selected methods and materials on the attitudes and behavior of people toward others - those in their own group and those in other groups. Answers questions about the most useful devices, situations, materials and methods in intergroup education. A comprehensive bibliography of over 1,000 items notes vast resources now available to the teacher. Recommended by the National Education Association. Prentice-Hall. Soft cover only. 199 pp. #2.95.

G/473 LANGUAGE LEARNING ACTIVITIES FOR THE DISADVANTAGED CHILD. Carl Bereiter and Siegfried Engelmann. Based on the authors' careful observations of the most common and serious language problems of disadvantaged children. Contains excellent gamelike activities designed to help these children develop the ability to hear, to understand and to use language. The authors have worked at the University of Illinois since 1964 on projects in early childhood education. 34 pp. 60¢.

G/456 LIVING WITH DIFFERENCE. Gertrude Noar. An eloquent and positive statement on the need to accept all kinds of differences whether in the classroom or outside. 16 pp. 35¢.

B/103 PREVENTING FAILURE IN THE PRIMARY GRADES. Siegfried Engelmann. Based on the conviction that children can learn the necessary skills for academic success in spite of their educational deprivation. The author, Senior Educational Specialist, Bureau of Educational Research at the University of Illinois, presents a rationale for the Engelmann method and a detailed de-

scription of how to plan a program. Science Research Associates, Inc. 396 pp. Soft cover. $4.96.

R/240 TEACHING THE DISADVANTAGED.
Gertrude Noar. Defines "disadvantaged" and explains what the behavior of disadvantaged pupils in school means. Gives insight into their home background, makeup and problems. Outlines what teachers can do for children of various age groups. Part of the "What Research Says to the Teacher" Series. 33 pp. 25¢.

G/376 THE TREATMENT OF MINORITIES IN SECONDARY SCHOOL TEXTBOOKS.
Lloyd A. Marcus. A study of 48 leading secondary school history and social studies textbooks. In more than three-fourths of the books studied, the complex nature and problems of American minority groups are largely neglected or distorted, and Nazi persecution of Jews and other minorities is omitted or minimized. 64 pp. 50¢.

B/73 TO CHANGE A CHILD: A Report on the Institute for Developmental Studies.
Fred Powledge. Lucid, in-depth portrait of the Institute's important program in early childhood education for the disadvantaged. Shows what can be done with the human potential through massive intervention into the slum child's early life. Photographs. Quadrangle Books. 110 pp. $5.50. Soft cover edition - B 73's: $2.45.

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INDIAN EDUCATION: A NATIONAL TRAGEDY -- A NATIONAL CHALLENGE. 1969 Report of the Committee on Labor and Public Welfare, United States Senate. Made by its Special Subcommittee on Indian Education. 91st Congress, 1st Session. Address inquiries for copies to Senator Walter Mondale, 433 Old Senate Office Building, Washington, D. C. 20510.

The Report of the Subcommittee's efforts to "examine, investigate, and make a complete study of any and all matters pertaining to the education of Indian children" which was authorized in August 1967 and continued inquiries through October 1969. After its two-year investigation, the Subcommittee concluded that "our national policies for educating American Indians are a failure of major proportions. They have not offered Indian children -- either in years past or today -- an educational opportunity anywhere equal to that offered the great bulk of American children. The Report presents the Subcommittee's findings on what has happened to Indian education in the past and then 60 separate recommendations which, if put into effect, the Subcommittee "believes that all American Indians, children and adults, will have the unfettered opportunity to grow to their full potential." Minnesota's Senator Walter Mondale was a member of the Subcommittee. This document is essential reading for all teachers and administrators who work with Indian students.

Max Snow, Director of Indian Education, Idaho State Department of Education, Boise, Idaho. THERE'S AN INDIAN IN YOUR CLASSROOM. 1967. Single copy free on request.

A guidebook for teachers of Indian children. Helps the teacher to better understand Indian children, and, to better understand what he, the teacher, does or does not know about Indian people. Provides teaching ideas which center on helping the Indian child gain a positive self image and pride in his cultural heritage. Includes a sample teaching unit for the elementary grades and a listing of prominent American Indians of the 20th century, plus other helpful listings and suggestions. A very practical guide and one which is very sympathetic to the unique needs of Indian children.

Meltzer, Milton (ed.). In Their Own Words: A History of the American Negro. Vols. I, II, III. New York: Thomas Crowell Co., 1967.

Miel, Alice M. The Short Changed Children of Suburbia: What Schools Don't Teach About Human Differences. Institute of Human Relations Press, 1967. Especially useful for teachers in the lily white suburb.

Montagu, Ashley. What We Know About Race. New York: Anti-Defamation League of B'nai B'rith, 1958.

NEA Publications on Minority Groups.

An Annotated Bibliography of Audiovisual Materials Related to Understanding and Teaching the Culturally Disadvantaged. Lists helpful films, filmstrips, and records. Division of Educational Technology. 1969. 42 pp. 75¢. (381-11886)

An Index to Multi-Ethnic Teaching Materials and Teacher Resources. A list of resource books, audiovisual materials, and programs developed by local school districts and other agencies or persons. Center for Human Relations. 1967. 18 pp. 35¢. (871-24806).

As the Child Reads ... The treatment of minorities in textbooks and other teaching materials. Center for Human Relations. 1967. 16 pp. 50¢. (871-24822).

Media and the Culturally Different Learner. A discussion of the learning characteristics of the culturally different and of relevant media applications in instruction. Division of Educational Technology. 1969. 48 pp. $1.00 (381-11930).

Ojemann, R. H. Personality Adjustment of Individual Children. Washington, D. C., Association of Classroom Teachers of the N.E.A., p. 5, "Effect of Classroom Teacher's Behavior."

Quarles, Benjamin. The Negro in the Making of America. New York: Macmillan Co., 1964.

Reckless, W. "Self-Concept as an Insulation Against Delinquency," Books of Readings. New York: Holt and Rinehart, 1958.

Riessman, Frank. The Culturally Deprived Child. New York: Harper and Bros., 1962. A must for the Student of the culturally different child.

Salk, Erwin A. A Layman's Guide to Negro History. Chicago: Quadrangle Books, Inc., 1967.

Sexton, Patricia. Education and Income. Viking Press, New York, 1963. An excellent sociological study of types of education available to children of different social classes in a mid-western city.

Silberman, Charles E. Crisis in Black and White. Random House, New York, 1964. A classic review of the racial crisis in American life. A must for education.

Spindler, George D. Education and Culture. New York: Holt, Rinehart and Winston, 1963.

Stendler, Celia. Intergroup Education in Kindergarten and Primary Grades. Macmillan, New York, 1963.

Stratton, Madeline. Negroes Who Helped Build America. Boston: Ginn and Co., 1965.

Sung, Betty Lee. Mountain of Gold: The Story of Chinese in America. New York, 1967.

Sylvester, Robert. Common Sense in Classroom Relations. West Nyack, New York: Parhen Publishing Co., Inc., 1966. p. 20, "Assess Yourself Honestly."

THE EDUCATION OF AMERICAN INDIANS: A SURVEY OF THE LITERATURE.
Prepared for the Special Subcommittee on Indian Education of the Senate Committee on Labor and Public Welfare. 91st Congress, 1st Session, 1969.

Out of the 123 pages, 83 are devoted to a historic and evaluative essay on Indian education in the United States, based on the selected bibliography which follows. This literature search was conducted by Ohio State University under an Office of Education grant for use by the Senate's Special Subcommittee on Indian education. The document is to be printed by the Office of Education or the Government Printing Office. Address inquiries for copies to Senator Walter Mondale, 433 Old Senate Office Building, Washington, D. C.

Upper Midwest Regional Educational Laboratory, 1640 East 78th Street, Minneapolis, Minnesota 55423.
MINNESOTA CHIPPEWA INDIANS: A HANDBOOK FOR TEACHERS, by Dean A. Crawford, David L. Peterson, and Virgil Wurr. 1967. $1.25.

What it means to be a Chippewa Indian child in Minnesota and how teachers might go about better understanding and helping their Indian students. Includes a resource unit on the Minnesota Chippewa Indians.

INDIAN ORGANIZATIONS & SERVICES

American Indian Citizens Community
Center
815 East Franklin
Minneapolis, Minnesota
Charlotte White, Director
332-1567

American Indian Club
Bemidji State College c/o Indian Center
Roger Aitkin, President
Bemidji, Minnesota 56601

American Indian Movement (AIM)
1315 East Franklin
Minneapolis, Minnesota
Clyde Bellecourt, Executive Director
333-4767

American Indian Student Association
Macalester College
St. Paul, Minnesota
Wally Brown, President
c/o Mr. Cambridge
Office of Admissions

American Indian Student Association
U of M - Indian Studies Department
Blegen Hall
Delores Snook, President
Minneapolis, Minnesota 55464

American Indian Urban Federation
No Office Address - Call
Ted Mahto, Chairman
335-3396

Broken Arrow Service Guild
605 East Franklin
c/o Mrs. Jaurdains
336-3266

Indian American Youth Center
1304 East Franklin
Minneapolis, Minnesota
333-4521

Bureau of Indian Affairs
Minneapolis Area Office
831-2nd Avenue South
334-2901

Department of Indian Work
3045 Park Avenue
Minneapolis, Minnesota
Emanuel Holstein, Director
827-1795

Director of Indian Education
Will Antell
Minnesota State Department of Education
Centennial Building
St. Paul, Minnesota
221-6458

Episcopal Neighborhood Center
1515 East Franklin Avenue
Minneapolis, Minnesota
332-1752

Indian Advancement Association
c/o Vincent Hill
2709-10th Avenue South
Minneapolis, Minnesota
825-0857

Indian Advisory Board to Minneapolis
Public Schools
Chris Cavender, Chairman
University of Minnesota Office
373-9892

Indian Advisory Board to St. Paul
Public Schools
Mitchell White Rabbit 224-2636
Ed Haka 645-7647
Rose Barstow 222-0138

Northside American Indian Teen Center
332 West Broadway
Minneapolis (Pilot City Regional Center)
Joe Raisch, Director
529-6115

Indian Education Library Institute
11 Southeast Oak Street
University of Minnesota
Lee Antell, Associate Director
373-9809

Indian Guest House
3020 Clinton Avenue
Upper Midwest American Indian Center
Minneapolis, Minnesota
Bert Coffey, Director
824-5501

Indian Upward Bound
Phillips Jr. High School
13th Avenue South & 22nd Street
Minneapolis, Minnesota
Gene Eckstein, Director
335-5631

Labor's Committee for Minnesota
Indian Youth
100 North 7th Street
Minneapolis, Minnesota
338-7816

Minnesota Indian Affairs Commission
117 University Avenue
St. Paul, Minnesota
Mr. Artley Skenandore, Ex. Director
221-3611

Minnesota Indian Education Committee
Ted Mahto, Chairman 335-3396
Emily Peake, Member, Mpls. 339-6215
Gene Eckstein, Member, Mpls. 335-5631
Mitchell White Rabbit, Member, St. Paul
224-2636

Minneapolis American Indian Dance Club
c/o Mr. & Mrs. Barber
335-0103

Project Awareness
121 TNM (Temp. No. of Mines)
University of Minnesota
373-3760

Project Stairs (Service to American
Indian Students)
Irving School
2736-17th Avenue South
Minneapolis, Minnesota
Larry Bisonettee, Director
722-6695

"The Runner" Indian Television Show
Bruce Baird, Host
729-7002

St. Paul American Indian Center
c/o YMCA, 475 Cedar Street
St. Paul, Minnesota
Mitchell White Rabbit, Director
222-0771

St. Paul Council of Churches
Department of Indian Work
Melinda Hannell
646-8805

St. Paul Indian Dance Club
c/o Preston Thompson
2385 East Shoshone Road
North St. Paul, Minnesota 55189

Twin City Chippewa Council
c/o Donald Glass, President
1592 East Hoyt
St. Paul, Minnesota
776-0466

Upper Midwest American Indian Center
2533 Nicollet Avenue
Minneapolis, Minnesota
Robert Carr, Director
827-5623

Audio Visual

Black History, Lost, Stolen, or Strayed. 40 min/b&w/2 reels. Bill Cosby narrates a guided tour through a history of attitudes - both black and white - and their accumulated effect on Black Americans. EEO; ADL; UM.

Black Pride: The Emerging American Negro. 25 min/b&w. This film presents an overview of the black man's history in white America. LFC. ($15.00).

Color of Man. 10 min/color. Animation and live photography describe conditions which brought about color differences among primitive people. Concentration on melanin is good and makes for understanding of skin color differences. UM3S0614. ($3.25). ML.

Harvest of Shame. 54 min. A CBS report, narrated by Edward R. Murrow, giving the story as life exists today for the migrant worker. This film shows the underprotected, the underclothed and underfed citizens of our country of surpluses and plenty. UM6S0652. ($11.35). MS.

Heritage of Slavery. 45 min/b&w/2 reels. This is a compact series on black history in America. EEO.

Heritage of the Negro. 30 min/b&w. General introduction to the history and culture of peoples of Africa. Scene from L. Hansberry's RAISIN IN THE SUN illustrates the need for American blacks to find a heritage in Africa. UM6S0768. ($4.85). MS.

Indian America. 80 min/color/3 reels. These films are narrated by Henry Fonda and provide an excellent base for discussion of Indian Culture, historical perspective and contemporary understanding. A set of films and not a series. EEO; UM1S0942. ($25.00).

Intergroup Relations Photographic Collection. Twenty 20 X 16 photographs of people from all races engaged in many patterns of activity. Good for discussing similarities and differences among people or for examination of tendencies to stereotype people on the basis of their appearance or group affiliation. LFC.

Legend of the Sioux. South Dakota State Library Commission, 322 S. Fort St., Pierre, South Dakota 57501. And Indian Education Section, State Department of Education.

Portrait of a Disadvantaged Child. 14 min/b&w. This is a study in depth of an inner-city child who "doesn't learn." UM4E0427. ($3.00).

Portrait of the Inner-City. 15 min/b&w. This film presents the inner-city as a source of forces that influence the disadvantaged child and shows the importance of communication between school and community. UM4S0811. ($3.55).

Sisibakwat - Ojibway Maple Harvest. 18 min/color. A documentary film portraying the activities of a Chippewa Indian family in Minnesota as they work and play in their maple camp. UM5SO174. ($6.65).

Solving Multi-Ethnic Problems: A Simulation Game for Elementary and High School Teachers. 20 min/color/2 reel set. Each film is produced for particular problems dealing with inter-personal relationships in a school setting between pupils, between pupil and teacher or teacher and parent. Films are produced with stop action technique. EEO.

Tahtonka. 28 min/color. One of the best film summations of what the coming of the white man held in store for the Plains Indians. HN.

The Loon's Necklace. 11 min/color. A beautiful, evocative recreation of the legend which explains how the loon came to have his white, necklace-like markings. Illustrates the role of religion in the Indian culture. UM3SO163. ($3.25).

The Real West. 54 min/b&w/2 reel series. Gary Cooper narrates NBC Project 20's re-creation of the American West as it really was when the pioneers were moving westward. The legends of the famous gunfighters are debunked and placed in proper historic perspective. The conquest of the proud Plains Indians in the last of the Indian wars is vividly brought to life. UM6HO364. ($9.10).

Trail Ride. 20 min/color. A delightful and unpretentious film showing a group of Indian boys and white boys from the city learning the tricks of range riding in southern Alberta, Canada. Simply shows boys living and learning and having fun together. SEF.

Walk In My Shoes. 54 min. Film forcefully explores the world of Black Americans and listens to him as he speaks in many voices. This is an ABC News presentation. McG. ($9.75). ADL.

Distributors of Recommended Films

(ACI) Films, Inc.
16 West 46th Street
New York, New York 10036

(ADL) Anti-Defamation League
303 Gorham Building
127 North 7th Street
Minneapolis, Minnesota

Arthur Barr Productions
1029 North Allen Avenue
Pasadena, California 94303

Carousel Films Inc.
Suite 1503
1501 Broadway
New York, New York 10036

Center for Mass Communication of
Columbia University Press
1125 Amsterday Avenue
New York, New York 10025

Color Reproductions Company
7936 Santa Monica Boulevard
Hollywood, California 90046

Coronet Films
Coronet Building
65 East South Water Street
Chicago, Illinois 60601

Educational Film Division
Walt Disney Productions
350 Buena Vista Avenue
Burbank, California 91503

Encyclopedia Britannica
Educational Corporation
425 North Michigan Avenue
Chicago, Illinois 60611

(EEO) Equal Educational Opportunities
Division of Planning & Development
State Department of Education
Centennial Office Building
St. Paul, Minnesota 55101

Film Associates of California
11559 Santa Monica Boulevard
Los Angeles, California 90025

Film Research Company
224 West Franklin Avenue
Minneapolis, Minnesota 55404

(LFC) Lincoln Filene Center
Tufts University
Medford, Massachusetts 02155

(HN) Henk Newenhouse, Inc.
1825 Willow Road
Northfield, Illinois 60093

Indian Education Section
State Department of Education
Centennial Office Building
St. Paul, Minnesota 55101

(McG) McGraw-Hill Films
330 West 42nd Street
New York, New York 10018

(MS) Minneapolis Public Schools
807 Northeast Broadway
Minneapolis, Minnesota 55413

National Film Board of Canada
680 Fifth Avenue
New York, New York 10017

R.M.I. Film Productions, Inc.
4901 Main Street
Kansas City, Missouri 64112

(SEF) Sterling Educational Films
P.O. Box 8497
Universal City
Los Angeles, California 91608

Tripod Distribution, Inc.
101 West 55th Street
New York, New York 10019

(UM) University of Minnesota
Audio-Visual Extension
2037 University Avenue
Minneapolis, Minnesota 55455

U.S. National Audio-Visual Center
1201-16th Street Northwest
Washington, D. C. 20036

University of Oklahoma
Educational Materials Services
Norman, Oklahoma 73068